DOCUMENT RESUME

ED 403 311 TM 026 044

AUTHOR	Conley, David T.; Tell, Christine A.
TITLE	Frequently Asked Questions. PASS Project. Proficiency-based Admission Standards System Project.
INSTITUTION	Oregon State System of Higher Education, Eugene.
PUB DATE	[96]
NOTE	16p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Admission (School); College Bound Students; *College Entrance Examinations; Colleges; Criterion Referenced Tests; Decision Making; Degrees (Academic); *Educational Assessment; Higher Education; High Schools; National Norms; Public Schools; *State Programs; *Student Evaluation; Teacher Education; Test Use
IDENTIFIERS	Educational Indicators; *Oregon State System of Higher Education; *Proficiency Based Admissions Standards; Subject Content Knowledge

ABSTRACT

The Oregon State System of Higher Education is developing a new approach to admission to any of the state's seven public baccalaureate granting institutions. This approach replaces the grade point average with proficiencies, clearly specified statements of the knowledge and skills students must master. The new system is known as the Proficiency-based Admission Standards System (PASS). This brochure answers questions most frequently asked about PASS, which will begin with freshmen admitted in fall 2001. Proficiencies will be determined through criterion-referenced tests, common assessment tasks, and teacher-verified assessments that certify student performance. The new system will tie admission directly to demonstrated proficiency in mathematics, science, social sciences, second languages, literature, and the arts. It will be congruent with changes in Oregon secondary school assessment that will require the mastery of defined content knowledge and intellectual skills. The proficiencies have been developed through analysis of more than 60 national state curriculum reports and review by Oregon educators. Nationally normed tests will still be required as part of the data for admissions decisions, but they will not be the primary pieces of information. The goal is to ensure that students are properly prepared to succeed once they are admitted to college. Remedial programs may be eliminated, and many introductory courses curtailed when mastery of the proficiencies ensures that all college students are properly prepared. Teacher training will be crucial to the implementation of the PASS system. Lists of current partnerships in PASS development, grants received by PASS participants, and staff members are included. (SLD)

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PASS Project

Proficiency-based Admission Standards System Project

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Frequently Asked Questions

A

Dr. David T. Conley
Associate Professor
University of Oregon
Project Director

Dr. Christine A. Tell
Assistant Project Director

Oregon State System of Higher Education
Office of Academic Affairs
P.O. Box 3175
Eugene, OR 97403-0175
(541) 346-5799
Internet
http://pass-osshe.uoregon.edu

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Introduction

The Oregon State System of Higher Education (OSSHE) is currently developing a new approach for admission to any of Oregon's seven public baccalaureate-granting institutions. This approach replaces the grade point average with proficiencies, clearly specified statements of the knowledge and skills students must master to be accepted. This new system of admission is known as the Proficiency-based Admission Standards System (PASS).

This brochure briefly describes this system and responds to some of the questions most frequently asked about PASS.

Background

Oregon passed major school reform legislation in June 1991. The new law, the *Oregon Educational Act for the 21st Century* (House Bill 3565), specified numerous changes in elementary and, particularly, secondary education. The most significant change (from higher education's perspective) was the institution of two mastery certificates: the Certificate of Initial Mastery and the Certificate of Advanced Mastery. Although college admission was not addressed in the law, it was clear that colleges and universities would be dramatically affected. OSSHE began examining and defining the relationship between school reform and college admission. This work led to a series of conversations with the State Board of Education, which is responsible for elementary, secondary, and community college education policy. From these conversations grew an agreement in July 1993 that OSSHE would provide the Board of Education with a list of the "knowledge and skills" students needed to be admitted to college. OSSHE's consultant on school reform, Dr. David Conley, associate professor of educational policy at the University of Oregon, was commissioned to develop such a list. After an extensive effort involving higher education, community college, and high school faculty, the list was created and presented to the State Board of Higher Education for adoption.

At the January 28, 1994 meeting, the State Board of Higher Education adopted the proficiencies contained in the Proficiency-based Admission Standards Study (PASS) report as policy for OSSHE. These proficiencies serve as the basis for new admission procedures. The State Board of Higher Education charged PASS staff to gather input and reactions to the proficiencies and return to the Board at its May 27, 1994, meeting, at which time the revised proficiencies were adopted.

Beginning with freshmen admitted fall term 2001, students will be expected to demonstrate proficiency in six content areas and nine process areas. Proficiency will be determined by three types of assessments: criterion-referenced, common tasks, and teacher-verified. These are currently being developed collaboratively with PASS partnership high schools, community colleges, OSSHE institutions, and the Oregon Department of Education. Assessments will be available beginning fall 1997. Transcripts containing a combination of proficiencies and grades are expected through 2001.

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Frequently Asked Questions About the Proficiency-based Admission Standards System (PASS)

What is a proficiency-based admission system?

A proficiency-based system requires students to demonstrate that their knowledge and skills meet or exceed the standards required for admission. A proficiency-based system moves the focus of the admission process from courses taken to knowledge and skills mastered.

Under the current system, students only show that they have taken the required courses and met the minimum grade point average (GPA) requirement. The new system ties admission directly to a student's demonstrated proficiency in math, science, social sciences, second languages, literature, and the arts.

In a proficiency-based system, students are assessed in relation to clear performance standards. Secondary schools design the instructional program they believe best prepares students to meet or exceed designated performance levels on required assessments.

Why is this change in admission procedures being made?

The Oregon State System of Higher Education (OSSHE) is changing its admission procedures for two reasons:

1. School reform legislation enacted in Oregon requires all Oregon secondary schools to offer Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM). These certificates will be performance-based. Students will be required to demonstrate that they have mastered defined content knowledge and intellectual skills.

   OSSHE currently requires transcripts that report performance in terms of course titles. Since the CIM and CAM are not based on course titles, OSSHE wants to be prepared to accept students on criteria other than courses taken. PASS will allow the results from many CIM and CAM activities to apply toward college admission.

2. The current admission system is resulting in many students who are not adequately prepared to succeed in college. Course titles do not tell students clearly what they should know and be able to do. Admission criteria that require a particular GPA do not necessarily encourage students to take the most challenging courses possible. Instead students often choose to maintain a high GPA rather than take courses that challenge them.

Furthermore, "grade inflation" has resulted in the average GPA for incoming freshmen increasing from around 3.0 in the late '60s to more than 3.3 currently. Many more students now apply with cumulative GPAs of 4.0. They come to expect A's in all courses and tend to avoid those courses where their 4.0 might be

threatened. They bring these attitudes and habits with them to college, often employing the same strategies in college they used to obtain high GPAs in high school.

If OSSHE raises GPA requirements still higher, this is likely only to promote further grade inflation. The GPA required to enter the University of Oregon, for example, has risen four times, from 2.25 in 1968 to 3.0 currently with little evidence of improved student performance. More increases will only compress GPAs into a smaller, higher range.

There is little evidence that grades from the same courses in different high schools (or from different teachers in the same high school) necessarily represent comparable levels of student preparation or performance. Each teacher sets his or her own standards, selects curriculum, designs tests, and chooses how to award grades. The result is tremendous variation in the knowledge and skill base of those students who do meet admission standards. Colleges can make few assumptions about what students know and are able to do, thus resulting in entry-level courses that reteach large parts of the high school curriculum.

Currently, college remediation rates approach 40 percent in mathematics and 25 percent in writing among students who are admitted as being fully qualified. Additional students are admitted who do not meet the current requirements.

Low completion rates (the proportion of students receiving a degree in six years) are another indicator that the current admission system admits many students who are not adequately prepared to do college level work.

How would this system operate?

OSSHE has developed proficiencies that delineate what a student will be expected to know and do to be admitted to an OSSHE institution. Proficiencies have been defined for six content areas:

- Math
- Science
- Social Sciences
- Second Languages
- Humanities/Literature
- Visual & Performing Arts

Students will also show the mastery of the following cognitive and intellectual skills in the context of the six content areas:

- Reading
- Writing
- Listening & Speaking
- Analytic Thinking
- Problem Solving
- Technology
- Integrative Thinking
- Teamwork
- Quality Work

Each content area contains from 5 to 11 proficiencies students must master at specified levels. Students will take tests, complete prescribed assessment tasks, or have performance verified by teachers applying consistent statewide standards. They will receive a numeric score for each proficiency. These numeric scores will be tabulated to produce an overall score, similar to a grade point average but based on demonstrated performance and comparable across the state.

How will proficiency be assessed?

Three basic assessment strategies will be utilized.

1. Criterion-referenced tests

Criterion-referenced tests will provide information on content knowledge. These tests will often be the same ones required for the CIM and the CAM, allowing teachers and students to use this information twice. Certain national tests, such as Advanced Placement or the International Baccalaureate, will also be accepted.

2. Common Assessment Tasks (CATs)

CATs will assess cognitively complex proficiencies. These tasks will be developed at the state level by trained Oregon educators, university faculty, and evaluators, or adapted from other organizations that have created and field tested such tasks. The CATs will be scored by teachers trained to identify criteria that will be common statewide. Often, teachers will not score their own students' work.

3. Teacher verifications

Teachers will certify student performance on those proficiencies best judged in the classroom. Teachers will be provided scoring standards (1-5) and examples of acceptable student work for each proficiency they score. They will also be expected to identify the means by which they reach their determination.

Student performance in college will be tracked to determine when a discrepancy exists between a teacher's verification and a student's college performance. If such a discrepancy exists, PASS will provide information to teachers to help them ensure their future verifications reflect actual student proficiency. Randomly-selected teacher verifications will be validated by expert panels to further help ensure their quality and reliability.

What are the timelines for implementing this admission system?

The goal is to implement this system concurrently with the CIM and CAM so that proficiency-based admissions will be in place statewide by fall term, 2001. The PASS Project has established a number of "Partnerships," each consisting of a high school, an OSSHE institution, and a community college to help develop the necessary assessments. Partnerships will total 30 by the fall of 1996.

PASS and the Oregon Department of Education are working closely to coordinate implementation of the CIM, CAM, and PASS.

How were the proficiencies developed?

More than 60 national and state curriculum reports were analyzed to determine the emerging expectations for American students. The educational systems of other countries were examined and, where possible, their standards were analyzed as well.

The results of these analyses were reviewed by a task force of faculty members from Oregon institutions of higher education and educators from high schools and community colleges. Their comments and recommendations, in combination with the analysis of the reports, served as the basis for identifying proficiencies in the six content areas and for writing extended definitions in the nine process areas.

Using national and state curriculum standards helps ensure that Oregon's proficiency-based system will prepare students both for Oregon institutions of higher education and for out-of-state study as well. The PASS Project staff continue to monitor standards documents as they are developed and released.

When will schools know exactly what they need to do to prepare for this system?

The proficiencies were formally adopted by the State Board of Higher Education on May 27, 1994. Proficiency indicators, which provide more detailed descriptions of each proficiency, were developed during the 1994-95 school year and submitted to the State Board of Higher Education in July 1995. The proficiencies and indicators were reviewed publicly through June 1996, then revised and resubmitted to the State Board of Higher Education in July 1996.

Work on the assessment system will continue during the 1996-97 school year. Partnership sites will be key contributors in the development process. At the same time, PASS will work closely with the Department of Education as it develops the criterion-referenced tests required for the CIM and CAM.

Assessor training will be designed as the assessments are completed and approved for piloting. Work on the electronic transcripting and advising system will proceed on a similar timeline. Schools can expect to have a complete prototype of the assessment system and the necessary training available by fall 1997. Development and refinement of this prototype assessment system will continue for an additional two years.

When and where will assessment take place?

The CIM and CAM will generate assessment data via required tests and "work samples." Teachers will also need to replace some of their current tests and assignments with PASS assessment tasks, and will want to work closely with colleagues in their own school to develop greater agreement about how to rate student proficiency.

Schools should consider devoting specified times to assessment on a periodic basis, in the form of special "assessment" schedules, like those employed for final examinations.

These assessment schedules will be times when students engage in various assessment activities, including taking tests, presenting or defending a CAT, or demonstrating proficiency to gain a teacher verification of proficiency.

Advanced Placement test scores can also be used to demonstrate proficiency. PASS will identify the proficiencies each AP test meets. Similarly, International Baccalaureate assessments will be an acceptable means of meeting some PASS proficiency requirements.

What will be the role of the Scholastic Assessment Test (SAT) from the College Board, and tests from American College Testing (ACT)?

Some form of nationally-normed test will still be required for admission. These tests will provide an additional piece of data that can be considered when making an admission decision. They will not be the primary piece of data. They also allow the performance of Oregon students to be compared to others throughout the nation.

The PASS Project has close working relationships with The College Board and American College Testing. These organizations provide valuable assistance and advice in the development of PASS.

What will be the purpose of grades in high school?

Grades currently represent the standard that individual teachers set in their classes based on what each teacher deems to be important. It is almost impossible for anyone (student, parent, or admissions officer) to know for certain what these individualized standards really represent in terms of student knowledge. Proficiency-based standards more accurately establish what students need to know.

During the period of transition from grades to proficiencies, PASS will work to provide models that help teachers minimize paperwork when recording PASS proficiencies. Many teachers may find it more convenient to incorporate the proficiencies into their grading systems during this transition so that students' proficiency scores contribute to their grades. Many of the proficiencies will require teacher verification. The verifications will likely be based initially on the types of data currently used to determine grades. Teachers should be able to integrate the two systems without undue hardship.

What will motivate students to attend class if they can demonstrate proficiency instead?

At most high schools, teachers will incorporate PASS proficiencies and assessments into existing courses. Students will have to attend courses in order to do well on the assessments, much as they must attend now to do well on teacher-generated tests. In some high schools, the instructional program may begin to be reorganized to allow some students to work more independently for periods of time while they prepare for an assessment or work to meet levels of performance that exceed entry-level proficiency. Even fewer high schools may create performance-based environments where students progress more or less continuously based on a combination of course work and independent study. The choice remains with the high school. PASS does not require any particular program structure.

How will teachers decide what to teach?

Most high schools will likely continue with a traditional college preparatory curriculum, at least initially. Proficiencies will be incorporated into existing classes, or into a sequence of courses. Some departments may develop new courses based on the proficiencies. Other departments may create interdisciplinary approaches that address several proficiencies at once.

In all cases, teachers will want to determine if what they teach will enable their students to master the PASS proficiencies. Teachers are not bound by course titles. They may design learning experiences in ways they believe will enable students to meet the proficiencies. PASS encourages curricular and instructional revitalization in high schools. Examples include seminars, workshops, assessment sessions, immersion experiences, intensive study sessions, and field-based learning opportunities.

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What will happen to required courses and high school diplomas?

The basic requirements for a diploma are set by the State Board of Education with additions by local boards of education. Currently, not all students who receive diplomas are eligible for college admission, and students without diplomas are accepted if they demonstrate college readiness. These policies relative to the diploma will continue. Schools will continue to require whatever courses they wish in whatever sequence they wish for the high school diploma. The rationale for the requirements or sequence will continue to rest with the school district, not with OSSHE.

How will parents know if their child is being properly prepared for college?

Parents will be provided copies of the proficiencies and examples of student work that meet proficiency standards. These "anchor" or "benchmark" examples will enable teachers, students, and parents to judge how well any individual student is prepared to meet college standards. Parents will have a very realistic idea of how far a student has to go to be ready for college admission. Counselors will continue to help students and parents become familiar with college requirements.

Since the standards for the CIM, CAM, and college admission will be quite similar, parents will have a longer period of time to become familiar with them. Student work on the CIM will begin as early as ninth grade and will help parents understand performance expectations. PASS will build upon these standards so that parents and students will be as familiar with them as they are now with course requirements.

Will it be easier or more difficult for students to be admitted to college?

The goal is not to make college admission less or more difficult, but to ensure that students are better prepared to succeed once they are admitted. For this to happen, students will need to be more knowledgeable and skillful academically than they are currently.

However, since this higher level of preparation is being expected of all Oregon applicants, students will have the same relative likelihood of being accepted for admission. PASS works with high school teachers to set standards at a level that is higher than current expectations, but achievable by the vast majority of students who currently strive for college admission. Tomorrow's students may have to work more diligently to meet proficiency standards, but those who do so will be just as likely to be admitted as they would under the current system, and more likely to graduate with a baccalaureate in four years.

Furthermore, requirements for the CIM are designed to result in more students meeting high per-

formance standards. If students are not reaching CIM performance levels, proficiency scores required for admission will be adjusted accordingly.

Will this system be equitable for all students?

PASS holds the potential to be more equitable than the current admission system. Many minority students, women, non-native speakers, and students with special learning needs perform less well in certain subject areas in today's high schools.

Research evidence suggests that teacher expectations influence student achievement, as do school and district expectations, assumptions, and requirements. PASS offers clear, consistent standards. Parents and concerned community members can examine the school's instructional program to see if it is likely to prepare students to meet proficiency requirements. Student performance on proficiency tests and assessments can be compared easily to the required standards. Judgments about student readiness for college will be much less subjective or subject to influence by extraneous factors.

OSSHE is committed to examine continuously the performance of all students admitted via proficiency assessments to determine if any requirements have differential effects on minorities, women, non-native speakers, and students with special learning needs. The system will be thoroughly reviewed and modified on a regular basis to reduce or eliminate such effects, while retaining high standards for all students. OSSHE's goal is to make PASS as equitable as possible.

How would students who are home-schooled demonstrate proficiency?

Home-schooled students would be admitted to college if they demonstrate the same levels of performance required of other students. High schools, Education Service Districts, and community colleges may become places where these students have the opportunity to take required tests, complete CATs, and have proficiency verified. These students may also be able to take proficiency-based placement assessments at the college where they are provisionally admitted. Acceptable performance on these assessments would confirm enrollment.

What about the student who is already proficient in a second language or in music?

PASS acknowledges proficiency, regardless of where it was acquired. A student who spent time outside the country, or who was a native speaker of a language other than English, could use their skills to demonstrate proficiency. Similarly, the student who is talented musically and develops those skills outside of school could be certified as proficient in applicable Visual and Performing Arts proficiencies.

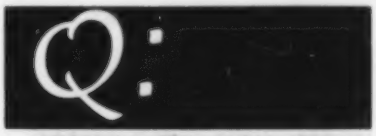
What will happen to Oregon students who want to go to an out-of-state college?

PASS is actively working with admissions officers from a number of states and institutions to

design transcripting procedures to guarantee Oregon students will be accepted by any institution of higher education in the nation. Particular attention is being paid to the requirements of the nation's most selective universities to ensure that PASS provides better information about student performance than do current transcripts.

Since the PASS transcript is based on proficiency scores on a 1-5 scale and not a "portfolio" of student work, it can be processed as easily as current grade-based transcripts. PASS is developing the means to "back translate" proficiencies into course title equivalents for those institutions that demand information in that format only. An explanation of the 1-5 scoring scale will also be included, allowing conversion of numbers to letter grade equivalents. Software will process these translations so admissions offices are not inconvenienced.

At the same time, PASS staff work to make other higher education systems aware of the superior value of a proficiency-based transcript. As grade inflation continues nationwide, admission officers have a more difficult time making distinctions between students with similar high grade point averages. PASS allows students to demonstrate their knowledge in ways that showcase their level of skill, motivation, ingenuity, and creativity. Such evidence of knowledge and skill gives admissions officers better information to use in making distinctions between relatively equally-prepared candidates.



What about out-of-state students who want to come to Oregon?

This will be challenging but not impossible. Initially, OSSHE will continue to accept such students based on Carnegie units and grade point average. At the same time, OSSHE recruiters and admissions officers will distribute materials to college counselors in those out-of-state schools that send the most students to Oregon.

Many high schools are initiating new curricular programs, such as Senior Projects or interdisciplinary studies, that may yield proficiency data. Counselors could help students translate their accomplishments into PASS proficiencies. Teachers, armed with PASS scoring guides, might rate students on proficiency and forward this information along with a traditional transcript.

In any event, out-of-state students would be informed that the proficiencies specify the expected level of knowledge for incoming freshmen, and that college coursework is designed under this assumption. Even if students do not demonstrate proficiency, they will be expected to have achieved it. Additional placement testing will be one way these students can be integrated into a proficiency-based system subsequent to admission.

A number of states including California, Washington, Wisconsin, Colorado, Florida, Maryland, and New York have projects or pilot programs under way to develop admission methods similar to PASS. In the very near future, proficiency-based admission may be the rule rather than the exception.

What is the relationship between PASS and the Certificates of Initial and Advanced Mastery (CIM and CAM)?

The Oregon Department of Education (ODE) continues developing the CIM and CAM. PASS works closely with ODE in this process. Currently, this work focuses on ensuring that the things students are expected to do are as similar as possible among these three performance-based systems. The next priority is to coordinate the assessment sys-

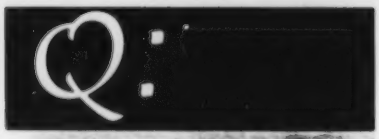
tēms so teachers are not expected to keep duplicate records. The ultimate goal is not to have distinctions between systems. As development work continues, this goal will be pursued.

How will educators be trained to implement this new system?

The PASS Project is developing a statewide network of teachers who will be able to train others regarding PASS proficiencies and assessments. In addition, PASS is creating a pool of key trainers who will be available to make presentations to teachers and parents. PASS will design the necessary training materials. School districts will then be responsible for ensuring their staff is prepared to implement PASS. A network of 30 "Partnership" high schools will be places where teachers can learn about how PASS operates in practice.

What are the implications for teacher education?

A proficiency-based system offers a clear framework for a teacher education program. Prospective teachers will be taught the standards their students are expected to meet and the ways in which student proficiency will be assessed. They will need to demonstrate the ability to prepare students successfully for the various proficiency assessments. PASS is currently conducting a three-year federally-funded research project to determine the ways in which teacher education might adapt to prepare a new generation of teachers who can teach successfully in standards-based learning environments.



What might a high school program, designed to prepare students to meet the OSSHE proficiencies, look like?

PASS offers high schools the potential to redesign in a variety of ways. Here are some examples.

- High schools might offer a series of focused, intensive skill-building classes at regular intervals to assist students who need to raise their writing or math skills. In addition, they might offer a series of "workshops" where students learn how to prepare for the assessments and where they engage in simplified versions of the PASS Common Assessment Tasks. These workshops will allow students to determine their readiness for the formal assessments.
- Schools might center their curriculum around a series of seminars to help students develop the broad content knowledge and intellectual skills necessary to meet PASS proficiencies. A significant number of students will be working independently or

semi-independently at any given time as they prepare their CATs or work on projects to meet teacher verifications of proficiency. Others will work on modules to master a particular skill or information they lacked the last time they attempted to demonstrate proficiency. Students will be more responsible for determining which proficiencies they need and which educational experiences will help them achieve proficiency.

- Technology will help students work independently, develop key skills, study foreign languages, network and communicate with teachers and fellow students to conduct research, and to work on carefully designed modules that prepare them for the criterion-reference tests or CATs. Technology will be used to link the school with local colleges and universities to allow students to begin earning college credit by scoring higher on their proficiency assessments and demonstrating higher levels of mastery, knowledge, and skill.
- A significant number of students might be engaged in off-campus activities at any given time. On-campus classroom teaching will continue to be conducted by regular high school teachers, but more specialized instruction could be offered through individuals with the exact expertise needed for a particular project. More high school students could spend some time at community colleges and four-year institutions, particularly students who had already successfully completed a number of the assessment tasks.
- Students might track their progress toward college admission by means of individual profiles that they would be responsible for maintaining. The profiles will be electronic and could be submitted to the college for preliminary review as early as the sophomore year. The profile will contain the student's plan of study as well as current achievements. The college could advise on the appropriateness of this plan.
- Some high school teachers will spend time arranging and scoring the CATs. They will identify and train other teachers to serve as scorers. They will serve as "moderators," who will review CATs when initial scorers disagreed significantly.

Q:

How might colleges and universities be expected to change as a result of this new admission system?

A:

Although the American higher education system is generally acknowledged to be the best in the world, it must adapt over time if it hopes to retain this distinction. Colleges and universities must be ready if students arrive ready to demonstrate proficiency, not just accumulate seat time.

When PASS is implemented fully, OSSHE expects to:

- eliminate or dramatically curtail remedial programs and many introductory level courses that essentially reteach elements of the high school curriculum;
- increase student responsibility and independent work;
- increase the opportunities for students to demonstrate proficiency;
- create opportunities for students to move more quickly to graduation by demonstrating proficiency;
- develop more ways students can help each other learn so

- each can demonstrate proficiency individually, thereby reducing time spent in the classroom on prerequisite and introductory skills; and
- use professors in the most valuable ways possible.

An accelerated baccalaureate is more feasible in a system where students can demonstrate proficiency in some aspects of the general education curriculum and move into their major sooner. Similarly, each major may develop and administer a capstone experience, exit performance, demonstration, or project as a graduation requirement. Students could not graduate until they demonstrated specified knowledge and skill. Those exceptional students who can demonstrate proficiency before completing the entire set of requirements might be allowed to graduate sooner.

Many of the elements of a proficiency-based system are already familiar to higher education faculty. Portfolios and demonstrations are common elements of many programs, such as architecture, art, and the performing arts. Most graduate programs already embody the principles of proficiency through comprehensive exams, personalized programs of study, independent research and study, theses, dissertations, and oral defenses.

Oregon colleges and universities have already begun to change. A new undergraduate curriculum that emphasizes interdisciplinary connections, thinking, and real-world applications of learning has been put in place at one institution. Another institution is examining ways for students to attain the baccalaureate in an accelerated fashion. All are experimenting with new methods of assessment in areas such as project-centered learning, capstone courses, and performance demonstrations.

Budget reductions are causing Oregon's higher education institutions to find new ways to educate more students better with fewer resources. Proficiency-based learning can be a tool to help achieve these seemingly contradictory goals. Campuses will continue to experiment and adapt to changing conditions and student capabilities.

What can high schools do now to prepare for this system?

In general, the preparations schools make to implement the CIM and CAM will also help prepare them for PASS. The single, most important thing a school can do is to begin to align curriculum, instruction, and assessment with clear exit standards and performance assessments. PASS recommends that the school staff compare the proficiencies to the school's existing curriculum, and ask the following questions.

- Where is each proficiency taught?
- How many of our students currently have the opportunity to become proficient in all the PASS requirements?
- Of those students who have the opportunity to become proficient, how many are currently proficient? In other words, how many of our students could meet PASS proficiency levels today?

Another example of a concrete action a school could take is to implement a senior capstone project (with simplified versions in the 10th and 11th grades). The capstone project should have clear criteria and standards derived from PASS proficiencies and should employ assessment methods compatible with PASS requirements.

Other possible changes include:

- developing more humanities and literature courses in place of general English classes;
- infusing literacy, particularly writing, into the total curriculum;
- ensuring all students take coursework to the level of algebra and biology;
- reviewing all courses to determine the balance between low-level factual information and higher-level thinking in each;

- placing a greater emphasis on student self-study, goal-setting, and self-evaluation;
- increasing the opportunities and expectations for independent student work; and
- developing in students an understanding and valuing of quality work.

One of the most important ways in which any school can prepare for this new admission system is to determine more precisely what students know and can do as a result of the school's educational experiences. Both the CIM and CAM as well as the PASS standards aim toward a system where students are judged by what they know and can do. Schools that begin to ensure students must show mastery of the curriculum have taken an important first step. They can continue by learning to assess performance against standards, and by reviewing curriculum to ensure it challenges and engages students and leads to proficiency in the areas required by the CIM, CAM, and PASS.

Current Partnerships

Current partnerships as of June 1, 1996:

- Ashland High School, Southern Oregon State College, Rogue Community College
- Bend High School, Central Oregon Consortium for Higher Education
- Churchill High School, University of Oregon, Lane Community College
- Cottage Grove High School, University of Oregon, Lane Community College
- David Douglas High School, Portland State University, Mt. Hood Community College
- Forest Grove High School, Portland State University, Portland Community College
- Gresham High School, Portland State University, Mt. Hood Community College
- Jefferson High School, Portland State University, Portland Community College
- Marshfield High School, Southwestern Oregon Community College, University of Oregon
- Newberg High School, Portland State/Western State, Chemeketa Community College
- North Eugene High School, University of Oregon, Lane Community College
- Reynolds High School, Portland State University, Mt. Hood Community College
- Sam Barlow High School, Portland State University, Mt. Hood Community College
- South Salem High School, Oregon State University/Western Oregon State College, Chemeketa Community College
- Sprague High School, Oregon State University/Western Oregon State College, Chemeketa Community College
- Tigard High School, Portland Community College, Portland State University
- Tualatin High School, Portland State University, Portland Community College
- West Albany High School, Oregon State University/Western Oregon State College, Linn-Benton Community College
- Willamette High School, Lane Community College, University of Oregon

All Portland Public School District high schools:

- Benson Polytechnic High School
- Cleveland High School

BEST COPY AVAILABLE

- Franklin High School
- Grant High School
- Lincoln High School
- Madison High School
- Marshall High School
- Metropolitan Learning Center
- Roosevelt High School
- Vocational Village
- Wilson High School

PASS Grants

- Department of Education. Fund for the Improvement of Post-Secondary Education: To support development of assessments and partnerships (FIPSE grant). **$300,000**
- Department of Education. Office of Educational Research and Improvement. Fund for Innovation in Education: To support development of training materials, trainers, and to expand the number of partnerships (FIE grant). **$1,100,000**
- Department of Education. Office of Reform Assistance and Dissemination. Eisenhower Professional Development Federal Activities Program: To develop materials and strategies for teacher education programs to better prepare teachers to teach in standards-based schools (STEP grant) **$1,200,000**
- The Pew Charitable Trusts. Philadelphia. Pennsylvania: To implement PASS standards in all high schools in the Portland Public Schools (Pew grant). **$600,000**

PASS Staff

David T. Conley, Ph.D., project director

Coordination Staff

Christine A. Tell, Ph.D., assistant director and coordinator, STEP grant
Rick Dills, standards and training development coordinator, FIE grant
Bob Olsen, coordinator, assessment development; liaison, Oregon Department of Education
Steve Carlson, coordinator, Portland Pew grant
Dalton Miller-Jones, Ph.D., higher education and minority community liaison
Diana Oxley, Ph.D., project evaluator
Del Schalock, Ph.D., policy associate, STEP grant

Support Staff

Lynda Rose, assistant to the director, support staff, FIPSE grant
Sarah Wayland, support staff, STEP grant
Rochelle Gauthier, support staff, FIE, FIPSE grants
Helen Vidal, on-call support staff
Andrea Anderson, student worker

Graduate Teaching Fellows

Bill Eckersley, evaluation support
Hilary Goodkind, evaluation support
Kim Ketterer, technology, graphics and publications support
Kim Musser, research support
Bob Roberts, Internet and technology support
Dan Underwood, research support

Addresses & Phone Numbers

PASS Office Phone: (541) 346-5799
PASS Office FAX: (541) 346-5828
PASS Mailing Address:
P.O. Box 3175
Eugene, OR 97403-0175
Internet
http://pass-osshe.uoregon.edu

E-Mail:
David Conley
david_conley@ccmail.uoregon.edu
Christine Tell
christine_tell@ccmail.uoregon.edu
Rick Dills
rick_dills@ccmail.uoregon.edu
Steve Carlson
scarlson@pps.k12.or.us
Dalton Miller-Jones
dalton@ch1.ch.pdx.edu
Bob Olsen
bob_olsen@ccmail.uoregon.edu
Diana Oxley
diana_oxley@ccmail.uoregon.edu
Lynda Rose
lynda_rose@ccmail.uoregon.edu